

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: First Grade
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.






The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
Living and Working Together in Families and Schools						
1-H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Using a calendar, students begin to understand the passage of time.	Y		teacher observation, class discussion, class participation	calendar, day, week, month
1-H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	Learn why certain events and people are celebrated through national holidays.	Y		teacher observation, class discussion, interactive student notebook, class participation	identify, national holiday, celebration, Abraham Lincoln, Christopher Columbus, Fourth of July, George Washington, Martin Luther King Jr., Veteran's Day, Constitution Day
Civics and Government						
Purposes of Government						
1-C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	Schools have rules to protect individual rights, serve the common good, and maintain order.	1	4	teacher observation, class discussion, interactive student notebook, class participation	rules, common good, respect for the rights of others






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
1-C1.0.2	Give examples of the use of power with authority in school (e.g., principal, teacher, or bus driver enforcing school rules).	Recognize that principals, teachers, bus drivers, and lunchroom aides use power with authority to enforce school rules.	1	4	teacher observation, class discussion, class participation	power with authority
1-C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	Explain how people use power without authority in school to get what they want.	1	4	teacher observation, class discussion, class participation	power without authority, bully






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Values and Principals of American Democracy						
1-C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	Explore fair ways to resolve conflicts at school.	1	3	teacher observation, class discussion, interactive student notebook, class participation	fairness, justice, conflicts, resolution, decision, open-mindedness, rights, agreement
Roles of the Citizen in American Democracy						
1-C5.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, and getting along with others).	Demonstrate ability to follow rules, take turns, complete chores and work cooperatively in groups without being reminded.	1	3	teacher observation, class discussion, interactive student notebook, class participation	responsibilities, respect
1-C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, and honesty).	As part of a group, some ways people can demonstrate responsibility is by participating thoughtfully and effectively in school decisions, respecting the rights of others, respecting the rule of law, voting or volunteering.	1	3	teacher observation, class discussion, interactive student notebook, class participation	good citizenship, law, vote, volunteer, honesty
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						






Quarter 1

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
1-P3.1.1	Identify public issues in the school community.	Identify a school issue, analyze various perspectives and generate possible resolutions. Examples- recycling, washing hands, littering	Y		teacher observation, class discussion, interactive student notebook, class participation	public issue, problem, solution
1-P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Construct and explain simple graphs as a way of interpreting and analyzing data related to school issues.	Y		teacher observation, class discussion, class participation	graphic data, pictures, charts, analyze
1-P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify different ways to solve a school problem.	Y		teacher observation, class discussion, class participation	resolutions
Geography						
The World in Spatial Terms						
1-G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	Know personal directions in order to move from one location to another in the school.	Y		teacher observation, class discussion, class participation	personal directions, relative location, left, right




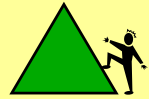

Quarter 2

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
Living and Working Together in Families and Schools						
1-H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Using a calendar, students begin to understand the passage of time.	Y		teacher observation, class discussion, class participation	calendar, day, week, month
1-H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	Learn why certain events and people are celebrated through national holidays.	Y		teacher observation, class discussion, interactive student notebook, class participation	identify, national holiday, celebration, Abraham Lincoln, Christopher Columbus, Fourth of July, George Washington, Martin Luther King Jr., Veteran's Day, Constitution Day
Geography						
The World in Spatial Terms						






Quarter 2

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
1-G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	Create a map of the classroom from a bird's eye view.	2	5	teacher observation, class discussion, interactive student notebook, class participation, class projects	aerial perspective, maps, construct
1-G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	Know the location of their home and school.	2	2	teacher observation	absolute location, address
1-G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	Know personal directions in order to move from one location to another in the school.	Y		teacher observation, class discussion, class participation	personal directions, relative location, left, right
1-G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.	Identify the difference between a landmass and a body of water on maps and globes.	2	2	teacher observation, class discussion, class participation	landmass, bodies of water, maps, globes
Places and Regions						






Quarter 2

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
1-G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	Using their immediate school environment, students learn to distinguish between physical (natural) and human (man-made) characteristics.	2	3	teacher observation, class discussion, class participation	physical characteristics and human characteristics
Human Systems						
1-G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	Begin to build an understanding of the different aspects of culture through a comparison of family life.	Q2, Q3	5	teacher observation, class discussion, interactive student notebook, class participation, class project	diversity, culture, traditions, customs
Environment and Society						
1-G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	People modify the environment when they change it by actions such as cutting down trees, planting crops, building roads, and mining. People adapt by adjusting to the conditions of their environment such as climate and water accessibility.	Q2, Q3	2	teacher observation, class discussion, class participation	modify, adapt, environment






Quarter 2

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
1-P3.1.1	Identify public issues in the school community.	Identify a school issue, analyze various perspectives and generate possible resolutions. Examples- recycling, washing hands, littering	Y		teacher observation, class discussion, interactive student notebook, class participation	public issue, problem, solution
1-P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Construct and explain simple graphs as a way of interpreting and analyzing data related to school issues.	Y		teacher observation, class discussion, class participation	graphic data, pictures, charts, analyze
1-P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify different ways to solve a school problem.	Y		teacher observation, class discussion, class participation	resolutions






Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
Living and Working Together in Families and Schools						
1-H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Using a calendar, students begin to understand the passage of time.	Y		calendar, day, week, month	teacher observation, class discussion, class participation
1-H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Interview family members to be able to tell about connections among generations.	3	5	past, present, generation, family history	teacher observation, class discussion, class project
1-H2.0.4	Retell in sequence, important ideas and details from stories about families or schools.	Retell events from family or school stories in the order they occur.	3	2	details, sequence, important ideas, retell, timeline	teacher observation, class discussion, interactive student notebook, class participation
1-H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	Learn why certain events and people are celebrated through national holidays.	Y		identify, national holiday, celebration, Abraham Lincoln, Christopher Columbus, Fourth of July, George Washington, Martin Luther King Jr., Veteran's Day, Constitution Day	teacher observation, class discussion, interactive student notebook, class participation






Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Civics and Government						
Values and Principals of American Democracy						
1-C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	Broaden students' understanding of significant symbols of the the United States.	3	2	symbol, United States, Statue of Liberty, Uncle Sam, White House, Bald Eagle	teacher observation, class discussion, class participation, class projects
Economics						
Market Economy						
1-E1.0.1	Distinguish between producers and consumers of goods and services.	Examine ways in which their families consume goods and services and the differences between producers and consumers.	3	4	producers, consumers, goods, services, buyer, seller	teacher observation, class discussion, class participation
1-E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Students begin to learn how scarcity forces people to make choices.	3	3	choice	teacher observation, class discussion, interactive student notebook, class participation
1-E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	People earn money when they are paid to provide goods or services to others.	3	4	earn, jobs, chores, money	teacher observation, class discussion, class participation
Public Discourse, Decision Making, and Citizen Involvement						






Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Identifying and Analyzing Public Issues						
1-P3.1.1	Identify public issues in the school community.	Identify a school issue, analyze various perspectives and generate possible resolutions. Examples- recycling, washing hands, littering	Y		problem, solution	teacher observation, class discussion, interactive student notebook, class participation
1-P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Construct and explain simple graphs as a way of interpreting and analyzing data related to school issues.	Y		graphic data, pictures, charts, analyze	teacher observation, class discussion, class participation
1-P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify different ways to solve a school problem.	Y		resolutions	teacher observation, class discussion, class participation
Geography						
The World in Spatial Terms						
1-G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	Know personal directions in order to move from one location to another in the school.	Y		personal directions, relative location, left, right	teacher observation, class discussion, class participation
Human Systems						
1-G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	Begin to build an understanding of the different aspects of culture through a comparison of family life.	Q2, Q3	5	diversity, culture, traditions, customs	teacher observation, class discussion, interactive student notebook, class






Quarter 3

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Environment and Society						
1-G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	People modify the environment when they change it by actions such as cutting down trees, planting crops, building roads, and mining. People adapt by adjusting to the conditions of their environment such as climate and water accessibility.	Q2, Q3	2	modify, adapt, environment	teacher observation, class discussion, class participation






Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
History						
Living and Working Together in Families and Schools						
1-H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Use time and chronology as a means for understanding past, present, and future events.	4	3	chronological thinking, past, present, and future	teacher observation, class discussion, interactive student notebook, class participation
1-H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Using a calendar, students begin to understand the passage of time.	Y		calendar, day, week, month	teacher observation, class discussion, class participation
1-H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	Draw conclusions about changes by comparing family life, school, jobs, and methods of communication in their lives to those in the past.	4	7	compare, life today, life in the past	teacher observation, class discussion, interactive student notebook, class participation
1-H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	Learn why certain events and people are celebrated through national holidays.	Y		identify, national holiday, celebration, Abraham Lincoln, Christopher Columbus, Fourth of July, George Washington, Martin Luther King Jr., Veteran's Day, Constitution Day	teacher observation, class discussion, interactive student notebook, class participation

Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Geography						
Market Economy						
Public Discourse, Decision Making, and Citizen Involvement						
Identifying and Analyzing Public Issues						
1-P3.1.1	Identify public issues in the school community.	Identify a school issue, analyze various perspectives and generate possible resolutions.	Y		public issue, problem, solution	teacher observation, class discussion, interactive student notebook, class participation
1-P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Construct and explain simple graphs as a way of interpreting and analyzing data related to school issues.	Y		graphic data, pictures, charts, analyze	teacher observation, class discussion, class participation
1-P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify different ways to solve a school problem.	Y		resolutions	teacher observation, class discussion, class participation
Persuasive Communication About a Public Issue						
1-P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	Students being to develop competency in expressing their own opinions relative to a public issue in school by justifying their opinions with reasons.	4	4	issue, express a position	teacher observation, class discussion, class participation, projects

Quarter 4

Standard OR GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Examples of Embedded Assessments	Vocabulary
	Students will					
Citizen Involvement						
1-P4.2.2	Participate in projects to help or inform others. Example-School wide community projects.	Become involved in projects that help or inform others.	4	4	project, inform	teacher observation, class discussion, interactive student notebook, class participation, projects
Geography						
The World in Spatial Terms						
1-G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	Know personal directions in order to move from one location to another in the school.	Y		personal directions, relative location, left, right	teacher observation, class discussion, class participation